

Denise Juneau, Superintendent Office of Public Instruction Accreditation Division PO Box 202501 Helena MT 59620-2501

DUE DATES:

To County Superintendent: Tuesday 10/27/2009

2009-2010 School Year County_ District School Sc:

TECHNOLOGY USE REPORT

To Office of Public Instruction, Accreditation Division: Tuesday 11/03/2009

Purpose: This annual report will provide the Office of Public Instruction with the necessary information for Federal reporting requirements and assist the OPI in planning for future staff development and technical assistance delivery options across the state. Please provide accurate and unduplicated counts for the specific school you are reporting on. Duplicated counts may negatively impact technology funding or program eligibility.

Federal reporting requirements require that OPI report the number of computers per school. OPI recognizes that computers are used across grade levels and Districts. However, some determinations must be made by the district as to how to report the computers. Possible ways to determine how to report shared computers

- 1. Determine the number of computers per school using a percentage of use formula. Or
- 2. Divide the total number of computers in the district evenly across the schools in that district. Or
- 3. Another method as determined locally.

**** Regardless of the method used, do not report any one computer more than once****		
How many computers in your school are used primarily by Students:	How many computers in your school are used primarily by Teachers:	
For each set of computers listed above to the Internet by the following Connection	(Student and Teacher), how many of them are connected on Types?	
Student Computer Internet Access Type:	Teacher Computer Internet Access Type:	
Dial Up Internet Access	Dial Up Internet Access	
High Speed (Broadband) Internet Access	High Speed (Broadband) Internet Access	
No Internet Access	No Internet Access	
What is the primary (or only) way that computers insi building connect to the Internet?	ide the school	